



HOW TO DESIGN YOUR OWN SOCIAL INCLUSION PROJECT?

Best Practice Guide for University Students

A CASE STUDY: PEACEMAKERS PROJECT

*“Peace Dialogue Campus Network: Fostering Positive
Attitudes between Migrants and Youth in Hosting Societies”*

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ACKNOWLEDGEMENTS

As the partners of the Peacemakers Project, we extend our thanks to all the Peace Envoys, who have worked hard to create positive change in their environments. Thanks to their efforts, the Peacemakers project has fulfilled its main purpose and served for the betterment of this world.

Peace Envoys from University of Bologna; Adele Miniati, Chiara Neri, Laura Bruhn, Leonardo Serafini, Pier Matteo Fabbri

Peace Envoys from Erasmus University Rotterdam; Alicia Lucena van den Bosch, Anahi Corrales, Emmeke van der Velde, Joris Pijpers, Naomi Van Kleef, Roos Volkers

Peace Envoys from Gaziantep University; Ali Abdallah, Beyza Berfin Aslan, Ceren Özsönmez, Maide Betül Aksoy, Yaren Güngören

Peace Envoys from Humboldt University; Ceren Kulkul, Dennis Gueney, Derar Rashed, Ecem Karadeniz, Khesraw Majidi, Meltem Karpaz Özgül, Michel Al-Khoury, Özcan Candemir, Ramy Syriani

Peace Envoys from Koç University; Bora Berke Şahin, Rabia Maşaoğlu, Samira Sharifi, Sara Sharifi

* * *

With special thanks to Şenay Yeğün Yitmen, an alumna of Koç University, by whose inspiration and dedication the first seeds of the Peacemakers Project were sown.



PREFACE

This “*Best Practice Guide for University Students on How to Design Your Own Social Inclusion Project*” is prepared for university students planning to start a social inclusion project on or outside their campus, but do not know where to start. A step-by-step approach will guide the way to a successful social inclusion student project that will raise awareness in your circles and attract others to get onboard. The Erasmus+ project titled “PEACEMAKERS: ‘Peace Dialogue Campus Network: Fostering Positive Attitudes between Migrants and Youth in Hosting Societies’” is taken as a case study.

Over the past years, the Eurasian landscape has witnessed unprecedented levels of international migration. The UN statistics estimated that the number of international migrants globally reached 272 million in 2019, an increase of 51 million since 2010. Currently, international migrants comprise 3.5 per cent of the global population, compared to 2.8 per cent in the year 2000, according to new estimates released by the United Nations.¹ The humanitarian crises in the Middle East and Africa result in more people seeking to improve their lives outside of their homelands.



WHO IS A MIGRANT?

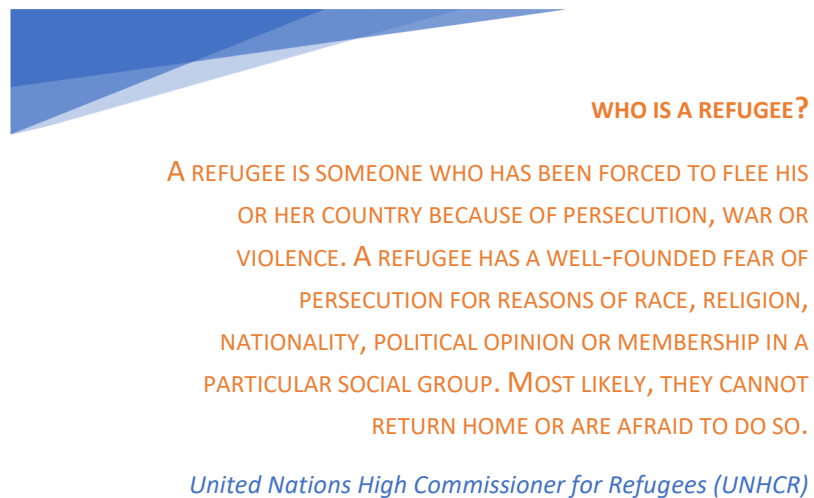
AN UMBRELLA TERM, NOT DEFINED UNDER INTERNATIONAL LAW, REFLECTING THE COMMON LAY UNDERSTANDING OF A PERSON WHO MOVES AWAY FROM HIS OR HER PLACE OF USUAL RESIDENCE, WHETHER WITHIN A COUNTRY OR ACROSS AN INTERNATIONAL BORDER, TEMPORARILY OR PERMANENTLY, AND FOR A VARIETY OF REASONS. THE TERM INCLUDES A NUMBER OF WELL-DEFINED LEGAL CATEGORIES OF PEOPLE, SUCH AS MIGRANT WORKERS; PERSONS WHOSE PARTICULAR TYPES OF MOVEMENTS ARE LEGALLY DEFINED, SUCH AS SMUGGLED MIGRANTS; AS WELL AS THOSE WHOSE STATUS OR MEANS OF MOVEMENT ARE NOT SPECIFICALLY DEFINED UNDER INTERNATIONAL LAW, SUCH AS INTERNATIONAL STUDENTS.

Glossary on Migration, The International Organization for Migration (IOM)

¹ <https://www.un.org/development/desa/en/news/population/international-migrant-stock-2019.html>

According to the current statistics by the Directorate General on Migration Management (2020), the total number of refugees and asylum seekers in Turkey is 3.645.706, the majority being Syrian refugees. According to the Council of Higher Education of Turkey (<https://istatistik.yok.gov.tr/>), there were 154.505 foreign students in Turkey in the period of 2018-2019 and 6592 foreign students were enrolled in the exchange programs of Farabi, Mevlana, and Erasmus during that period in Istanbul, 2137 of whom were Erasmus students. Koç University hosted 173 Erasmus and global exchange students in the 2018-2019 academic year.

The main issues the migrant students face are related to cultural differences, language, housing, health insurance and finances (Özoğlu et al., 2016). Migrants in Turkey are faced with various issues. For instance, the rising negative public perception on Syrian refugees associated with criminality and corruption is leading to reports on violence between refugees and the local population (Kaya and Kırac, 2016).



Gaziantep has 453.409 Syrian migrants. They make up approximately 22% of the total city population. Gaziantep University (GAÜN) hosts 45.000 students in total. 5% of these students are Syrian students, which is approximately 3000 students. In addition, cultural incompatibilities derived from the desire of immigrants to live in accordance with their own culture lead to legal and social challenges. For this reason, there is a need for educational trainings that facilitate migrants' adaptation to the society by increasing both their awareness and knowledge of social inclusion.

Therefore, Gaziantep University implements social, cultural, and integrative activities and projects for all international students.

Over three million people, which is nearly 20% of the population in the Netherlands, have a non-Dutch background, counting immigrants and Dutch-born people with one or both parents born abroad, according to statistics from Focus Migration. A little more than half of these immigrants are of non-Western origin. According to an estimate of a WOCD report (Wetenschappelijk Onderzoek- en Documentatiecentrum), there were 35.530 undocumented migrants (those whose asylum application is rejected and finalized, and students or tourists who have stayed in the Netherlands ever since their arrival) in 2015. A large share of immigrants with 38% having a non-Western background make up part of the population in Rotterdam, the second largest city after Amsterdam. Erasmus University, located in Rotterdam, has over 28.000 students, with over 5.800 international students. Majority of the international students are from Germany, followed by students from Italy and Greece. A one-year preparatory programme has been developed by the university to offer students with refugee status the preparation for a higher education study.

In 2018, 25,5%² of Germany's (52,4% of them holding German citizenship) and 31,6% of Berlin's inhabitants had a family history of migration. Migrants face hostile attitudes widely. A recent study (Decker/Brähler 2018) reports about 30% of the population holding xenophobic attitudes towards foreigners. In general, young people exhibit less hostile attitudes than the other age groups (Canan/Foroutan 2016). Out of 35.981 students of Humboldt University, 16% (5671) are international, degree-seeking students and about 1000 students came on Erasmus.

² According to the definition of the German Federal Statistical Office a person has a migration background if he or she or one parent was born with non-German citizenship.



WHAT IS XENOPHOBIA?

XENOPHOBIA DESCRIBES ATTITUDES, PREJUDICES AND BEHAVIOUR THAT REJECT, EXCLUDE AND OFTEN VILIFY PERSONS BASED ON THE PERCEPTION THAT THEY ARE OUTSIDERS OR FOREIGNERS TO THE COMMUNITY, SOCIETY OR NATIONAL IDENTITY.

Adapted from Declaration on Racism, Discrimination, Xenophobia and Related Intolerance against Migrants and Trafficked Persons (adopted by the Asia-Pacific NGO Meeting for the World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, Teheran, 18 February 2001)

4,1% (480.300) of the total population of Portugal (SEF, Relatório de Imigração Fronteiras e Asilo, 2018) and 14% of the students of Universidade Aberta are migrants. According to a study led by ICS_IUL, *Atitudes Sociais dos Portugueses* in 2016, the Portuguese population is more open and understanding to the coming of refugees, but is more reluctant and less tolerant towards immigration. Racism and xenophobic attitudes are a growing concern among authorities and are getting more attention from the media.

There are 5 million foreign nationals legally residing in Italy, according to figures from national statistics institute Istat, which is equivalent to around 8.3% of Italy's population of 60.5 million. Migration study foundation ISMU estimates there are some 500.000 people living in Italy illegally – equivalent to 0.9% of the population, among them failed asylum seekers and those who have overstayed their visas. In 2017, 85.244 students enrolled in the University of Bologna and among these 5.871 were international students. In 2018, it enrolled 86.509 students and among these 5.875 were international students. The doors of the University of Bologna are now open to refugee students with the Unibo4Refugees project.

THE PEACEMAKERS PROJECT



PEACEMAKERS is an Erasmus+ funded project (2018-2020) coordinated by Koc University and the project partners: Universidade Aberta, University of Bologna, Erasmus University Rotterdam, Gaziantep University and Humboldt-Universität zu Berlin.

The main objective of the PEACEMAKERS project is to foster a more peaceful generation in Europe and in Turkey that approaches migrants with positive attitudes. This project aims to enhance social, civic and intellectual competencies recognized as effective tools to prevent and tackle discrimination, radicalism and racism, and to promote social inclusion through intercultural communication, interaction and empathy.

EMPATHY IS SEEING WITH THE EYES OF ANOTHER, LISTENING WITH THE EARS OF ANOTHER AND FEELING WITH THE HEART OF ANOTHER.

ALFRED ADLER

The project aims to achieve this objective via an international peace dialogue campus network of university students, led by 29 “Peace Envoys” trained for 2 years in the Peacemakers project to develop their problem solving, critical thinking, collaborative working and conflict resolution skills through rigorous academic preparation, experiential education and leadership development. The 29 Peace Envoys are composed of students from the partner universities within the project. The Peace Envoys are assigned with the task of creating peace dialogue students’ clubs in their home universities, which will finally become a “Peace Dialogue Campus Network”.

During the project, the Peace Envoys have pursued their own paths and come up with their own inclusion projects in their respected cities. You will find in this guide the details of their projects, as

well as good practice examples related to the theoretical background of managing a social inclusion student project via a step-by-step approach.

SOCIAL INCLUSION: THE PROCESS OF IMPROVING THE ABILITY, OPPORTUNITY, AND DIGNITY OF PEOPLE DISADVANTAGED ON THE BASIS OF THEIR IDENTITY, TO TAKE PART IN SOCIETY. THREE INTERRELATED DOMAINS CONSTITUTE BOTH BARRIERS AND OPPORTUNITIES FOR SOCIAL INCLUSION: 1. (LAND, HOUSING, LABOUR AND CREDIT) MARKETS, 2. SERVICES (E.G. HEALTH, EDUCATION, SOCIAL PROTECTION, TRANSPORT, WATER AND SANITATION, ENERGY OR INFORMATION), AND 3. PHYSICAL SPACES WHICH HAVE A SOCIAL, POLITICAL AND CULTURAL CHARACTER.

Source: World Bank, Inclusion Matters: The Foundation for Shared Prosperity (2013)



PEACE ENVOYS SOCIAL INCLUSION PROJECTS

The Study Buddy Project, Erasmus University College (EUC), The Netherlands

PROJECT TITLE:	Study Buddy Project – EUC Peace Envoys
STAKEHOLDERS:	<ul style="list-style-type: none"> - EUC Peace Envoys - Former refugees, now studying in the Netherlands - EUC Students - Samen door Samen (Dutch NGO)
TARGET AUDIENCE	Former refugees who now study in the Netherlands EUC students who will be helping these former refugees
PROJECT PERIOD:	Start pilot: May 8, 2019 Start regular program: September 2, 2019 End regular program: ongoing
OBJECTIVE:	<ul style="list-style-type: none"> - Help former refugees reach their study goals - Help EUC students get outside their 'EUC bubble' - Establish connections between former refugee students and EUC students
ACTIVITY CALENDAR:	
May 6, 2019	Introduction presentation for EUC students (approximately 30 attendants)
May 8, 2019	Start Study Buddy Pilot
June 27, 2019	Meeting with Samen door Samen to review the pilot and reestablish future goals
July 11, 2019	Survey sent out to possible Study Buddies to collect information to match EUC students with former refugee students as well as possible
Last week of August	Stand at the EUC Intro Week, with the possibility to reach out to 200+ new first year students to inform them about the Study Buddy Project and ask them to become a Study Buddy
November 11, 2019	Delayed start of the regular Study Buddy program. The first duos are now meeting (bi)weekly.
PROJECT OUTPUTS:	<ul style="list-style-type: none"> - Three former refugee students and three EUC students involved in the Study Buddy Project pilot - Several EUC faculty and staff members involved in establishing the EUC Study Buddy project - Several Samen door Samen representatives involved in establishing the EUC Study Buddy project - At least 300 EUC students reached with our project proposal - At least 30 EUC students attended the first Study Buddy Project information meeting and showed interest in becoming a Study Buddy in the new academic year - Five EUC students are now meeting five refugees on a (bi)weekly basis. More will hopefully follow
DISSEMINATION CHANNELS:	Facebook: @peacemakersrotterdam EUC Facebook groups Facebook events: "Buddy Project: Information Session" EUC emails, university TV screens, etc.



Setting their objective as to “help former refugees reach their study goals, help EUC students get outside their ‘EUC bubble’, and establish connections between former refugee students and EUC students”, EUR’s Peace Envoys have developed a project to buddy up refugee students and Dutch students, so that they could study together and Dutch students could help the refugee students with problems they encountered at school or in the Dutch society. In order to be able to do this in a systematic and sustainable way, as well as to match the right people together, they have collaborated with Samen door Samen, a Dutch NGO that focuses on guiding migrants towards improved self-reliance and participation in the city of Rotterdam.

As their project developed, it came to surface that the volunteering EUC students and the refugee students they were matched with had different expectations from the project. They found out that the refugee youth needed more support than they had initially assumed. They often had a job and a family to care for in addition to their university studies, meaning that they scheduled studying together with their EUC buddies in the few free hours they had left in a week and they thus expected

their buddies to actively help them with their assignments. Rather than just study together, they needed tutors. With this insight, the Peace Envoys restructured their project and implemented the following changes:

- **Shifting the focus from studying together to tutoring:** EUC students would tutor the refugee students, meaning that they would have to commit to preparing the meetings and to actively working with the refugee students during these meetings.
- **Communicating the aims of the programme clearly to participants:** EUC students would meet with the supervisors from Samen door Samen before being matched with a refugee student. In this meeting, the supervisors would explain what was expected of the EUC students i.e. that they would have to commit to being a tutor two hours each week for at least six months. The supervisors from Samen door Samen would also meet with refugee students to explain what was expected of them.
- **Supervising the participants more closely:** The pairs of study buddies would be assigned a supervisor from Samen door Samen, who would check in with them each week. Here, it would also be emphasized that if the EUC students and/or refugee students had any questions or experienced any problems (no matter how small) they could always reach out to this supervisor.

These changes have contributed to making the first round of the Study Buddy Project a success. The Study Buddy Pilot then, is testament to what has been the objective of the Peace Envoys Programme from the beginning, namely to take the time to discuss and experiment with different programme structures to find those structures that will foster sustainable projects, thereby create a structural change within the environment of the Erasmus University Rotterdam and of the city of Rotterdam at large.

We Can Change the World with Children, Gaziantep University (GAUN), Turkey

PROJECT TITLE:	We Can Change The World with Children
STAKEHOLDERS:	Nesrin Mehmed Abar Elementry School, Şehit İsa Karakaş Middle School, Şehit Öğretmen Hayri Kaya Middle School, Dr. Sadık Ahmet Elementry School, Zeytinli Köyü Elementry School
TARGET AUDIENCE	Gaziantep University students (Turkish and international students), students of the stakeholder schools
PROJECT PERIOD:	11.03.2019 - 30.04.2019
OBJECTIVE:	To increase inclusion by bringing together Turkish / International university and primary school students via different activities.
ACTIVITY CALENDAR:	
11.03.2019	First Meeting and Icebreaking Activity
18.03.2019	Playing Brain Teaser
19.03.2019	Painting Activity
09.04.2019	Discovering the World
22.04.2019	Visiting Jarablus (Syria)
25.04.2019, 26.04.2019, 27.04.2019	International Student Festival – Exhibition of Paintings
29.04.2019	Visiting Gaziantep Zoo
OUTPUTS OF THE PROJECT:	<ul style="list-style-type: none"> - 4 different primary and secondary schools. - 500 university students to attend the activities. Playing brain teaser with 50 elementary and middle school students. - Reaching 50 students with 1 picture event. - 40 elementary school students with university students to be taken to the zoo. Presenting the short film consisting of 1 activity in social media and related media. - Opening of the exhibition on 1 International - Student Day. <p>* All students are Turkish / International students.</p>
DISSEMINATION CHANNELS:	<p>Facebook: @peacemakersgaun</p> <p>Twitter: @GaunPeacemakers</p> <p>Instagram: @peacemakers.gaun</p> <p>Web Site: http://peacemakers.gantep.edu.tr/</p>



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Through the planned activities and contributing experiences, the purpose of the GAUN's Peace Envoys inclusion project was to break the prejudices between the target audiences and increase their empathy towards inclusion of one another. Through building collaborations with other student platforms such as *"Gaziantep University Syrian Students Scholarship Project"*, and by recruiting volunteers among Turkish and international students of GAUN, they organized activities at several local schools in the city of Gaziantep, where Turkish and Syrian children study together.

These activities included games that improve children's social skills and abilities such as quick decision making, thinking the next step and calculating; painting and a follow-up exhibition; visiting the zoo; and cultural exchanges through conversations and dancing together. Through those conversations, the volunteering international students of GAUN (from several different countries e.g. Madagascar, India, Philippines, Egypt etc.) told children about their stories and countries, and shared with them examples of their cultural traditions, with an underlying message that although we all look different from each other, we are all human.





The city of Gaziantep is on Turkey's southern border with Syria and is home to nearly half a million Syrian migrants. Gaziantep University established a vocational school in Jarablus, a neighboring border city in Syria, in June 2018, and extended a helping hand to the students whose education came to a halt due to the war. In another one of their activities, the GAUN Peace Envoys visited Jarablus and spent a day there to have a good time with the students down there and to make them forget that they were in the middle of the war for a few hours. During the 3-4 hours they spent at Jarablus Vocational School, they managed to engage with 150-200 Syrian students by participating in an international student festival organized by Gaziantep University.



Meet Your Neighbor, Humboldt Universität zu Berlin (HU), Germany

PROJECT TITLE:	Peacemakers Project: Humboldt Universität zu Berlin
STAKEHOLDERS:	Café Karanfil, Daily Resistance journal Publish
TARGET AUDIENCE	International students with migration background including refugee students at Humboldt University and other universities as well as more generally people with migration background and refugee status in Berlin.
PROJECT PERIOD:	01.11.2018 – 31.03.2020
OBJECTIVE:	Raise social awareness about migrants and refugees including university students in the German society and to build a friendly environment between the host community and migrants by organizing public social gathering events as well as to foster a peaceful generation and establish a positive contact between refugees and the host community.
ACTIVITY CALENDAR:	
17.09.2019	“Meet Your Neighbor 1” 5 Human Books
25.10.2019	“Meet Your Neighbor 2” 1 Human Book
Early January 2020	“Meet Your Neighbor 3”
TBD	“Meet Your Neighbor 4”
TBD	“Meet Your Neighbor 5”
PROJECT OUTPUTS:	<p>Examples:</p> <ul style="list-style-type: none"> - More than 35 participants including students from various universities and non-students have participated in the last two “Meet Your Neighbor” events. - During fall 2019 two “Meet Your Neighbor” events have been organized by the Humboldt University Peace Envoys.
DISSEMINATION CHANNELS:	<p>Facebook: @peacemakers.hu</p> <p>Instagram: @peacemakers.hu</p>

PEACEMAKERS HUMBOLDT UNI

MEET YOUR NEIGHBOR 2

25 OCTOBER

17:00

CAFÉ
KARANFIL

MAHLOWER STR. 7,
12049 BLN

LEARN MORE

FOLLOW US:

IG: @PEACEMAKERS.HU

FB: FB.ME/PEACEMAKERS.HU

Sp Adobe Spark

Determined to contribute to raising social awareness about refugees and migrants in general including university students in the German society and put effort to build a friendly environment between the host community and migrants, Peace envoys from Humboldt University have organized several public events in Berlin. The main objective of these events was to bring closer the host society and migrants in Berlin, where they could share a joint gathering place and establish contact.

The peace envoys have organized and will continue to organize a series of social gathering events with the title “*Meet Your Neighbor*” in a café called *Karanfil* in Berlin. The reason that they decided to choose Café Karanfil was, on the one hand, it is owned by a refugee from Turkey and on the other hand, migrants and refugees feel comfortable coming to this café as well as Germans and others. During these gatherings, the locals have had a chance to hear the real-life stories of volunteering

refugees as storytellers. Seeing the participants talking to the refugees and understanding their experiences of pain and suffering at home and in the host community was a great step for the Peacemakers to establish an understanding and helping community between the refugees and the host society.

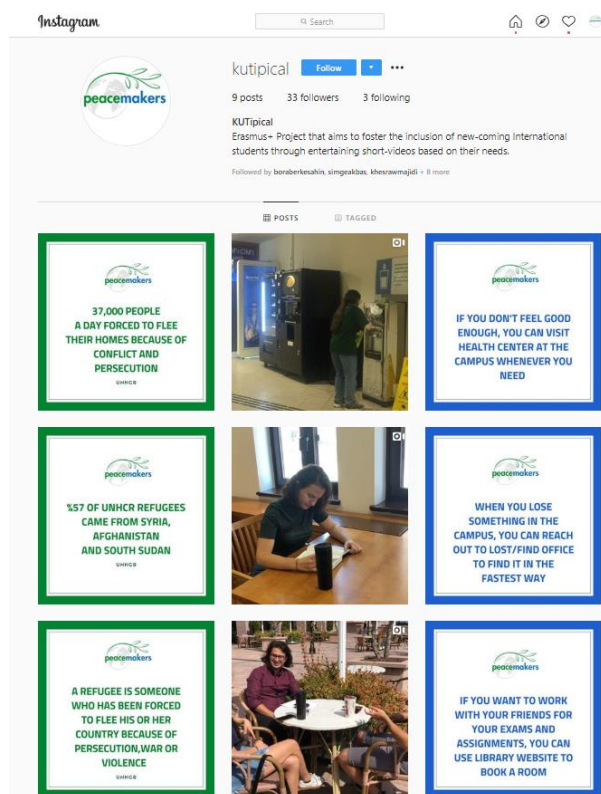


The participation of a family including their children in the event was a great feeling for the Peace Envoys especially when the kids were very much interested in asking questions trying to understand the different aspects of the storytellers' life experiences. This incident further strengthened the hope that society's perception of migrants and refugees can be changed, and a more peaceful generation through these efforts can be fostered.

KUTipical, Koç University (KU), Turkey

PROJECT TITLE:	KUTipical
STAKEHOLDERS:	Office of International Programs (OIP), International Community Office, Registrar's Office, Dean of Students
TARGET AUDIENCE	University Students, specifically international full-time students and exchange students
PROJECT PERIOD:	Summer 2019 – Spring 2020
OBJECTIVE:	Determining the needs of the international students in Koc University and creating unique and entertaining solutions designed to foster their social inclusion.
ACTIVITY CALENDAR:	
Late July and Early August	Talking to international students, Talking to a Professor in Communication from another university, Creating Qualtrics survey to determine the needs
Mid-August	Consulting with OIP for the feedback of the exchange-international students, prioritizing the needs, creating the feasible solutions based on the prioritized needs
12-16 August	Searching for technical support for film-making
19-22 August	Finding the first 5 video tips and writing the scripts
19-22 August	Determining the video specifications such as length, camera type and music
26-30 August	Finding entertaining ideas to combine solutions with the videos
9-13 September	Pilot film-shooting
9-13 September	Pilot film-editing
Late September	Publishing the first outputs
Regularly Every Week	Publishing one video and two informational posts
PROJECT OUTPUTS:	<ul style="list-style-type: none"> - 12 videos created - KUTipical Instagram account created - 6 informational posts are created - 5 volunteering students involved in creating videos
DISSEMINATION CHANNELS:	Instagram (https://www.instagram.com/kutipical/), Newsletter of KU's Office of International Programs Facebook group of Koc University students.

Aiming to raise awareness on hostility towards migrants and foster social inclusion of native and international people of Koç University, KU Peace Envoys made a project plan to achieve this objective via developing an entertaining, interactive and creative tool that includes shortcuts on how to make life a bit easier for international students on the campus, and hence fosters their social inclusion. In order to first determine the needs of the international students studying at Koç University, they started off by asking the students, by conducting an online survey, about the struggles they have faced since their arrival in the university.



Once the difficulties faced by international students the most were determined, the Peace Envoys shot short guiding videos to overcome those difficulties and shared them on the social media platform “Instagram” in an account specifically created for this purpose and named “KUTipical”. In this Instagram account, they share videos giving tips to the international community at Koç University to help foster their inclusion in the campus life, as well as small charts containing useful information. KUTipical is also planned to be added as a tool in the KU’s Office of International Programs’ orientation pack for international newcomers.

Besides the Instagram project, the KU Peace Envoys also organized a “Human Library” event during one of the boot camps of the Peacemakers project in Istanbul. “Human Library” aims to enable people to meet, listen to each other, and overcome their fears and/or prejudices. It is very similar to the experience of going to a library to borrow and read books. Individuals could be metaphorically seen as human “books” which the participants in the event can ‘read’ — raising a conversation with the volunteering “book” (storyteller) while encouraging the occurrence of a dialogue about that specific individual’s unique and eye-opening experiences. In their particular event, the Peace Envoys brought together ten migrant students volunteering to be “human books” and share their experiences of social exclusion from the society with the university community. The main purpose was to provide a platform for open discussion, bring about love, empathy, and diminish the dehumanization of migrants by seeing them as real people rather than just numbers and statistics.





The World at Dinner, University of Bologna (UNIBO), Italy

PROJECT TITLE:	The World at Dinner / Il Mondo a Tavola
STAKEHOLDERS:	<ul style="list-style-type: none"> - University of Bologna, faculty of Psychology and faculty of agricultural and food sciences - Association for Senegalese migrants in Cesena - Islam association in Cesena - CGIL in Cesena - Municipality of Cesena (VALUES Project)
TARGET AUDIENCE	Migrants in the city of Cesena, especially young adults, and Italian and international students from the University of Bologna (Campus di Cesena)
PROJECT PERIOD:	23.9.2020 – 20.12.2020
OBJECTIVE:	To organize events where migrants and locals eat together to create a more peaceful and welcoming environment for migrants, especially young adults, in Cesena. To be an opponent to the demonizing and stereotyping view of migrants increasingly depicted by politicians and media, and build contact, dialogue and communication between the Italian society and migrant population. To find reduced prejudice and more individualization of “others” on both sides (locals and migrants) and more recognition for migrants that they are a real part of Cesena’s society.
ACTIVITY CALENDAR:	
Last week of September	Presentation of the event in UNIBO
End of September	First event “Il Mondo a Tavola”
Start of October	First edition of the book with recipes collected in the previous event and in previous months
Mid of October	Starting of distribution of the book in Cesena
End of October	Second event “Il Mondo a Tavola”
November	Third event “Il Mondo a Tavola”
December	Fourth event “Il Mondo a Tavola”
PROJECT OUTPUTS:	<ul style="list-style-type: none"> - A recipe book with recipes collected from the migrant and the Italian communities of Cesena, linked to their individual stories; online and printed - A community of young migrants and Italians that meet regularly, bond, become friends and reduce their prejudices against each other
DISSEMINATION CHANNELS:	Social media Facebook: @peacemakersprojectUNIBO Instagram: peacemakers_project_UNIBO Networking through migrant associations of Cesena Presentation of the project to students of UNIBO Website with the recipes and stories: http://laurapeacemakers.github.io/ (still in work, name will change soon)



PEACEMAKERS PROJECT PRESENTA

Il mondo a Tavola

'Il mondo a tavola' è un progetto pensato da alcuni studenti del gruppo Peacemakers dell'Università di Bologna. Nasce come una serie di cene-evento pubbliche a cui possano partecipare studenti e cittadini del territorio di Cesena. Attraverso la condivisione di cibo, si vuole creare lo spazio per la socialità e la crescita di relazioni tra persone e culture diverse.

Condividere bei momenti insieme è il più grande antidoto al pregiudizio reciproco.

Quella di oggi è l'inizio del nostro percorso, se ti vuoi unire a noi partecipando attivamente, come singolo o come associazione e restando aggiornato sul progetto seguici e contattaci su:

Facebook: [Peacemakers Project unibo](#)
Instagram: [peacemakers_project_unibo](#)

Aiming to overcome prejudices and build contact, dialogue and communication between the Italian society and migrant population, UNIBO's Peace Envoys designed their project around the bonding power of sharing food. They have adopted an opponent stance against the demonizing and stereotyping view of migrants increasingly depicted by politicians and media. They wanted to create a bond between the different communities of migrants and locals in Cesena, the city where some departments of the University of Bologna are located, and make available spaces where people could have positive contact experiences and encouragement to meet and talk about the phenomenon of migration, personal experiences, perceptions and challenges.



The idea of socialization through the sharing of food comes from the social value of food. Food no longer becomes just food but an experience of conviviality, of sharing customs and traditions that can lead to the discovery of new flavours, while at the same time revealing unexpected similarities. This theoretical starting point has taken the form of dinners, an event in which the migrant community and the “native” community of Cesena find themselves cooking and sharing recipes and stories belonging to their own culture. The dinners have been musically accompanied with the support of UniRadio Cesena (the local University campus radio), which developed a playlist sensitive to the different musical traditions of those present. After each dinner, the recipes, accompanied by the stories of those who shared them, are collected and uploaded to the project website, gradually creating a "culinary and human" recipe book, which is constantly updated.



In order to find a channel to reach out to the civil society organizations that work on migration-related issues and organize these dinners on a city-wide scale, they approached and built partnerships with several key organizations that will last even beyond the lifespan of the Peacemakers project. Among those organizations are *CGIL Cesena*, an Italian workers' union, through them *Comunità Accogliente*, a network of associations that work for a more welcoming environment for the migrants providing services and support to migrants who have difficulties in working and

living in Cesena, the Municipality of Cesena via the VALUES project, which is an EU project for sharing good practices and policies of integration between cities.



With the support of those organizations, the Peace Envoys organized first a meeting to which almost all of the migrants' association active on the city of Cesena were invited to and shared their project idea with them. This meeting was attended to by representatives of the Municipality, Comunità Accogliente, the VALUES project representatives, and several associations of migrants

from Benin, Senegal, Cameroon, Cote d'Ivoire, Poland and Morocco. This meeting was also the first time in years in which all the migrants' association would meet up together with the Municipality institution and have a common project to work on.



Cesena

Cronaca

L'inclusione passa per il palato

Cinque studenti di Psicologia creano il progetto 'Il mondo a tavola' per favorire l'accoglienza in città

Attorno a tavola ognuno ha il suo angolo di mondo. La piadina romagnola si meschia al cous cous marocchino. Il calau africano al gnocco fritto modenese. D'altronde «il cibo unisce tutti», come dicono loro. E allora perché non ritrovarsi fianco a fianco con ragazzi coetanei che studiano o lavorano a Cesena e magari arrivano da terre lontane? Detto fatto. Martedì, nella sede di Auser Primavera 3, cento ragazzi provenienti da Modena, Faenza, Castelfranco Emilia, Camerun, Benin, Marocco, Senegal e Costa d'Avorio parteciperanno a 'Il mondo a tavola', una cena organizzata da cinque studenti del dipartimento di Psicologia dell'università di Bologna, sede di Cesena, per favorire l'accoglienza e l'inclusione sociale. Loro sono Leonardo Serafini, Adele Miniati, Laura Bruhn, Pier Matteo Fabbri e Chiara Neri. Hanno 21 e 22 anni e frequentano il terzo anno di Psicologia. Con la professoressa di Psicologia sociale Monica Rubini hanno partecipato al progetto di Erasmus Plus 'Peacemaker project', (tradotto 'Portatori di pace') «che ha finalità didattiche internazionali per promuovere attività di pace e inclusione sociale» racconta la stessa professoressa Rubini. «Oltre alla formazione in aula - continua la professoressa responsabile del progetto - è stata condotta una ricerca scientifica sul campo svi-



luppando strategie di contatto con culture differenti».

«**Nell'arco** dell'ultimo anno siamo stati a Rotterdam, in Olanda, a fare attività formativa sui migranti - conferma Leonardo Serafini, uno degli studenti che hanno partecipato -. Abbiamo fatto lo stesso a Istanbul, dove siamo andati a visitare anche Ong e a Bologna». In pratica,

'PORTATORI DI PACE'
I ragazzi hanno partecipato all'Erasmus Plus conducendo una ricerca sulle culture

Gli ideatori dell'iniziativa, da sinistra: Leonardo Serafini, Adele Miniati, Laura Bruhn, Pier Matteo Fabbri e Chiara Neri

continua Leonardo, «queste tre settimane formative avevano l'obiettivo di farci incontrare con ragazzi di altre culture, infatti abbiamo vissuto in dormitori comuni. Ci siamo conosciuti, raccontati le reciproche storie e abbiamo scoperto che eravamo molto simili. Anche se originari di contesti totalmente diversi». Quando i ragazzi sono rientrati in Italia si è passati dalla teoria alla pratica. 'Peacemaker project' - continua Leonardo Serafini - prevedeva di creare un pro-

getto di inclusione sociale 'funzionante' in relazione col territorio. Con i miei compagni abbiamo creato l'evento 'Il mondo a tavola', una cena che ha come obiettivo l'inclusione sociale coinvolgendo le associazioni culturali del territorio e il comune, l'assessora Labruzzo ne è stata subito entusiasta e ci ha dato la piena disponibilità». Gli studenti e la professoressa Rubini martedì porteranno il loro contributo anche in comune partecipando a 'Values', il progetto finanziato nell'ambito del programma europeo AMIF- Fondo asilo, migrazione ed integrazione per facilitare l'integrazione di cittadini stranieri, migranti, profughi e richiedenti asilo nell'Unione Europea attraverso lo scambio di competenze e buone pratiche. «Siamo tornati a casa con tante storie - ricorda Leonardo -. In Turchia ad esempio abbiamo conosciuto due gemelle iraniane che hanno dovuto lottare per partecipare all'Erasmus Plus e venire a studiare a Bologna. E un ragazzo curdo ateo che era scappato dal suo paese per avere un futuro migliore. Eravamo tutti diversi ma in comune avevamo la voglia di studiare e trovare il lavoro che ci piacerebbe». Intanto «speriamo di allargare il nostro evento di inclusione sociale ad altri ragazzi, magari coinvolgendo il nuovo campus».

Cristina Mazzi

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The first "The World at Dinner" activity was organized with the participation of one hundred people composed of migrants and Italians invited and brought to the event by several different NGOs, as the first one of a series and the first step of a long-term collaboration for new inclusion projects between the Peacemakers student club and the migrants' associations.

HOW TO DESIGN YOUR OWN PROJECT?

A Step by Step Guide

PROJECT CYCLE MANAGEMENT



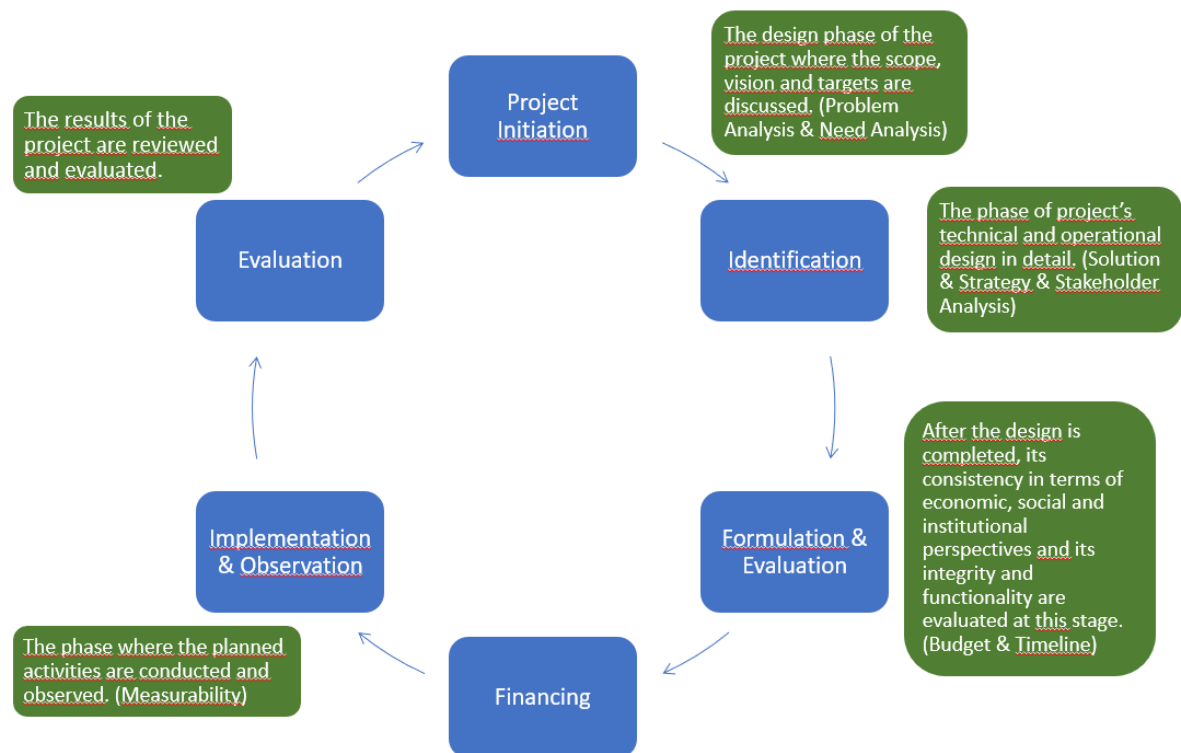
WHAT IS A PROJECT?

ACCORDING TO THE DEFINITION OF THE ERASMUS+ PROGRAM OF THE EUROPEAN COMMISSION, A PROJECT IS “A COHERENT SET OF ACTIVITIES WHICH ARE ORGANIZED IN ORDER TO ACHIEVE DEFINED OBJECTIVES AND RESULTS.”

Erasmus+ Programme Guide, Annex III - Glossary of terms

A Project;

- is temporary in that it has a defined beginning and ending in time, and therefore a defined scope and resources.
- Creates/develops something “new”, rather than simply support ongoing activities
- And have:
 - clearly defined objectives which address identified needs
 - a clearly identified target group(s)
 - clearly defined management responsibilities
 - a clearly defined task sharing within the project team
 - a specified set of resources and budget



Qualifications of a Project

- Directing the tasks to a specific target
- Planning the efficient use of time and resources
- Providing monitoring and evaluation
- Facilitating the availability of monetary resources
- Having information about risks and obstacles which may affect targets and taking precautions
- Increasing participation / contribution to project activities and studies
- Strengthening the sustainability of the results

Characteristics of a Successful Project

- Well planned
- Adequate organizational / institutional capacity
- A strong and motivated team
- A good and clear division of labor among partners
- Determination to perform the tasks undertaken
- Clear communication
- The project tackles a real problem
- Good change control
- A clear vision
- Risk management

Background Research

Before taking the first step of the project cycle management, start with asking yourself in what way your project will be innovative and/or complementary to other projects already carried out on the same subject. Has anyone ever carried out a project like yours? Has anyone ever dealt with similar issues? What has already been done? How will your project be different than those? How will you make sure that your project will not just be a mere repetition of previous efforts?

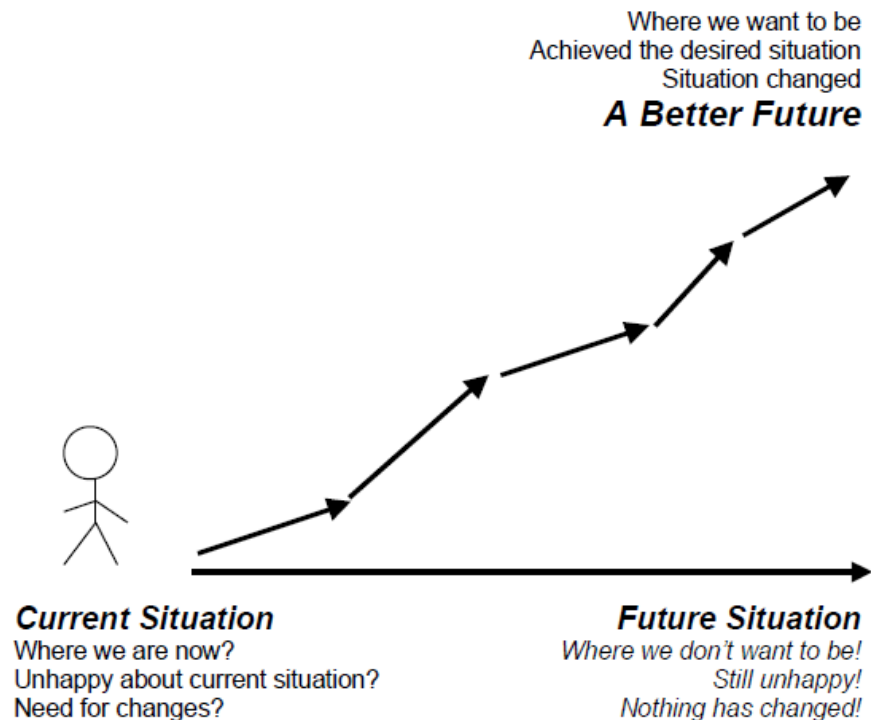
The only way to answer those questions is to make a comprehensive literature review in the relevant field. This will give you the chance to increase your familiarity with the topic, develop a theoretical framework, better position yourself through analyzing the previously conducted similar projects, and therefore prepare you for the first step of the project cycle management: The Problem Analysis.

STEP 1: Problem Analysis



To start with, we need to analyze our surrounding and ourselves. Is there a major problem that affects our lives? Is this problem structural or are we able to solve any aspect of it with the resources we have? After identifying the major problem, and the minor problems that are causing it, we are ready to go along with the next step: analyzing ourselves. We need to write down our strengths and weaknesses, the opportunities and threats we are surrounded with. Strengths are features we inherit as a group that are our key to solve the minor problems we want to tackle. The same applies to analyzing our weaknesses, which will help us eliminate the minor problems we are unable to solve. The opportunities and weaknesses we identify narrow down our focus even more. Narrow down until we are left with one aspect of the problem we want to solve. When we know our problem, we are ready to the next step: The need analysis.

The Situation we face



2

“Problem Analysis” best practice example: All Peace Envoys

Assigned with the task of creating their own social inclusion projects after the first boot camp of the Peacemakers project, the Peace Envoys of all the partner universities met several times among themselves to brainstorm on the problems that they see on their campuses, or, more largely, in their cities, and their qualities, both individually and as a group, that they could bring in to their projects. With every brainstorming session they narrowed down their focus until they collectively agreed on a specific problem that their project will tackle.

STEP 2: Need Analysis

At this stage we need to find some information that backs up the emergency of the problem. We also need to research the previous solutions (or success stories) to the problem for some insights. These solutions should inspire us to find a new angle and innovative solution. This will distinguish us and ensure our originality. This analysis will also build trust among our stakeholders since we have a clear idea about our target. Also, having a theoretical background backed up with statistical data will help ensure our reliability. It is always handy to have some data when defending the objectives of our project. Another way to do the need analysis is through collecting the needs of stakeholders. You

may prefer to use methods like brain storming, mind mapping, focus groups etc. At this stage you can list the needs in order and select the optimal one. After selecting the need / solution you want to focus on, you can begin drawing its borders: **scope management**. You cannot save the world with a single project :) Hence, be precise with the contribution you make to the solution. Now move on to the next step for more details about how to manage your scope.



“Need Analysis” best practice example: KU Peace Envoys

In order to first determine the needs of the international students studying at Koç University, the Peace Envoys started off by asking the students through conducting an online survey, about the struggles they have faced since their arrival in the university. Once the difficulties faced by international students the most were determined, they started making their action plan based on that.

STEP 3: Solutions & Strategy Analysis

The minor problem and solution(s) are now identified. So how are we going to achieve the solution(s)? At this stage we need to brainstorm on strategies to reach our target. Our aim should be achieving as much as we can with limited resources. This strategy should be analyzed together with the potential stakeholders. Step by step we need to lay down our strategy in work packages. The first work package should be planning the framework of the project. The wh- & how questions will lead the way to have at least the bullet points. Once we have the outline, we can start to put them into a logical order. It is a good idea to write down in two or three short paragraphs as a **“concept note”**

that we can share later on with the potential project partners. For each potential partner we can add a tailor-made paragraph explaining what we specifically need from them. Make sure these questions are answered:

- What does this project want to achieve? What is the target?
- Why do we want to do this project?
- Where do we want to conduct the project?
- How do we want to apply/realize this project?
- When do we want to do the project and how long will it last?
- How much budget is needed (approximately)?
- Who are our beneficiaries?
- How do we communicate our project? What are the channels we will use to announce our activities?
- How do we ensure that this project will yield sustainable results?

When we answer these questions, we are ready to move on to the next step.



“Solutions & Strategy Analysis” best practice example: EUR Peace Envoys

In order to be able to achieve their objective in a systematic and sustainable way, as well as to match the right people together, the Peace Envoys of Erasmus University Rotterdam collaborated with Samen door Samen, a Dutch NGO that focuses on guiding migrants

towards improved self-reliance and participation in the city of Rotterdam. Through their meetings with this NGO and the volunteering EUR students, it came to surface that the volunteering students and the refugee students that Samen door Samen brought in had different expectations from the project. They found out that the refugee youth needed more support than they had initially assumed. With this insight, the Peace Envoys restructured their project and implemented changes.

STEP 4: Stakeholder Analysis

At this stage we need to identify the people and organizations that will be involved in our project: who can be our *partners* (project owners), *beneficiaries* (who will benefit from the project), *others indirectly affected* (positively or negatively). After the general identification, we can search the internet for names and contact information. We can send these potential partners *the concept note* (which we had prepared during the solutions and strategy analysis) and the tailor-made paragraph that explains what exactly is expected of them (also prepared during Step 3). In the meantime, it will be good to look for potential sponsors since almost all activities will require some money. Sponsors can also be identified as partners. Once we have our partners and sponsors identified, we are ready for the next step: Timeline and budget preparation.

“Stakeholder Analysis” best practice example: UNIBO Peace Envoys

After establishing their approach to the problem that their project will tackle, the Peace Envoys of the University of Bologna did their “stakeholder analysis”. They contacted CGIL (an Italian workers’ union) in Cesena. CGIL Cesena is a member of “Comunità Accogliente” network that was in contact with the representatives of the VALUES Project in the Municipality of Cesena. The VALUES Project decided to support them and offered to help them in the organization of the dinner events by providing them with a budget and by inviting to the dinner the representatives from the migrant associations in other cities. Here we witness a success story in terms of sponsorship. The group did an extensive research and could find stakeholders who then became their sponsors.

STEP 5: Timeline & Budget

At this stage we really need to get into the details concerning the “*work packages*”. Work packages define the activities planned in a project to achieve the expected results/outputs. To create versatile

work packages and do the division of labour among the project partners, we need to put our brains together and plan the activities as specifically as we can. Of course, the activities should be restricted to a specific timeline & budget in order to be achievable. It is handy to first aim for networking and gathering as much people as possible with limited resources. The key issue in deciding on the activities is the logical sequence. The order of the activities should make sense, if there is a prerequisite of an activity that should happen first. Or, if two activities complement each other, they need to be carried out in the same time span. It is also useful to categorize the activities under some common subject matters. Make sure you have a good communication plan, which will boost the participation and ensure the success of your activities. The communication plan needs to be tailor-made regarding each and every activity's nature. For an extensive and structured guideline on budgeting and fundraising, refer to the section on *“CREATING RESOURCES IN CIVIL SOCIETY / SOCIAL PROJECTS”*



“Timeline & Budget” best practice example: UNIBO Peace Envoys

As they approached the VALUES Project to seek support, the Peace Envoys of the University of Bologna made detailed budgetary calculations and found out that the cost of their first dinner event would be up to 40 Euros for each association if each one brought more or less 8 people in order to fit in the venue that could host up to a maximum of 100 guests. They presented these numbers to the representatives of the VALUES Project, and VALUES agreed to assign 700 Euros for the expenses of the event. They then planned their second, third and fourth event by fixing specific dates and hence formed their timeline.

STEP 6: Communication & Dissemination

We are living in a digitalized world and we have access to social media 24/7. Hence, making good use of these communication channels that are available for free is key. Sharing informative and interesting posts in a regular manner will lead to lots of interactions and followers. However, due to the sheer number of contents that are constantly shared all around the world, it is possible that our posts will be missed by our target audiences. Face-to-face communication is always a life saver! Always aim to distribute your message with a smiling face via flyers.

Before you start, asking your partners for social media competences like graphic design, video editing etc. can lead to an efficient distribution of tasks. In terms of social media channels, make sure you have a written guideline (Social Media Strategy Plan) for the posts. Ideally all the partners should be contributing to the contents and if you have a guideline as to the use of the visual details such as colors, how many times you are going to post and the nature of the contents etc. your account will look more professional and reliable. Furthermore, having a schedule of posts that is accessible by all the partners will ensure the sustainability.



Remember that videos and gifs are more effective than written content. Your audience would most likely avoid reading very long texts. So keep your texts precise and to the point. Always consider

there will be newcomers to your page/social media account, so consider giving useful and short information about your project to these group as well. Update your social media strategy plan regularly in line with the new trends. The dissemination and sustainability of your project really depends on it. It is also easy to measure the effect of your project by the number of page visits, comments, likes and reposts you get. Keeping the interaction with the followers is also key in sustaining the success of the accounts. Make sure at least one partner takes the responsibility of answering the comments. For an extensive and structured guideline on different types and channels of communication process, refer to the section on “COMMUNICATION PROCESSES IN PROJECTS”.

“Communication & Dissemination” best practice example: GAÜN Peace Envoys

By gaining the support and hence ensuring the ownership of their university’s senior management as a whole, the Peace Envoys of Gaziantep University made use of communication channels, including local and national newspapers, their Vice Rector’s twitter account, and several different social media platforms, throughout their project cycle really well.



Peacemakers GAUN Retweetledi



Gaziantep Üniversitesi TDP @... · 02 May

AB Erasmus Plus Peacemakers Projemiz kapsamında Uluslararası Öğrencilerimiz ve Nesrin Mehmet Abar İlköğretim Okulu Çocukları ile birlikte Hayvanat Bahçesi gezisi düzenledik. Birbirimizi tanıyarak keyifli zaman geçirdik.

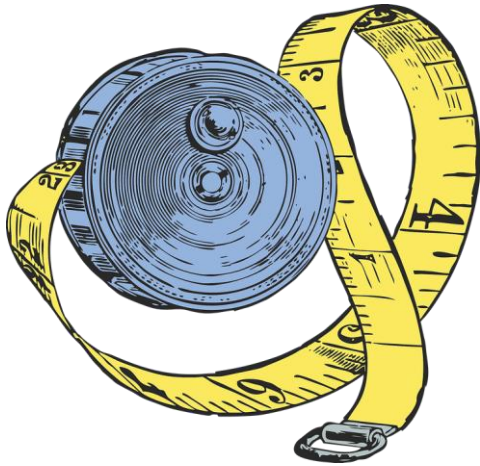
@gaziantepUniv @profaligur @metinbedir65



STEP 7: Measurability

In every step of the project you need to keep in mind what your ultimate goal is and how every activity you plan contributes to it. This can only be done if you have some indicators of success. Your indicators of success can either be quantitative or qualitative. Quantitative (numeric) measurement should answer questions like “how many?” “how much” “how often?” etc. For instance, if you measure success by the number of students involved in your project, have in mind an approximate number from the start. Do your best to reach that number. Qualitative (non-numeric) measurement is used to measure your achievements that do not involve numbers. One way to conduct qualitative measurement is via questionnaires. Here again you need to prepare some indicators that tells the quality of your work / activities / outputs.

Keep in mind: if you cannot measure it, you cannot control it. Measuring helps you see how far (or close) you have come in achieving your objective by solving your project’s problem. According to the results of your measurements, you can decide to shift your resources according to your progress more easily if you know where you stand at each stage of the project.



“Measurability” best practice example: HU Peace Envoys

The Peace Envoys of Humboldt University set some of their indicators of success in numeric values and therefore measured their success accordingly. In their two *Human Library* events, a total of 6 “*human books*” (storytellers) volunteered. In their two *Meet Your Neighbor* events, more than 35 students from various universities as well as migrants and locals participated.

STEP 8: Sustainability

The key for the future success of your project is closely linked with your sustainability plan. From the very beginning, in every step you take, the future maintenance of the project should be your priority. While choosing your stakeholders you should consider their capacity to develop the project further and manage it on their own after the end of the project term. Obviously, the finances come into picture here. Finding sponsors and ensuring the cash flow to conduct the activities with a budget should be the priority. Another way is to become a student club and get the financial support from your university.

“Sustainability” best practice example: GAUN Peace Envoys

The Peace Envoys of Gaziantep University (GAUN) established the *Peacemakers Student Club*, and by gaining the support and ownership of their university, they organized various activities. They have also established a lasting partnership with the Civic Involvement Projects Center at their university and now have their own office under that Center.

COMMUNICATION PROCESSES IN PROJECTS

Communication plays a pivotal role in project implementation. Communication should be open, clear and regular with each person in a team.

An effective communication mechanism helps project managers to communicate with all the team members who are part of the project. Also, it is of crucial importance for any project to have a good communication with stakeholders. The basic principles of communication required in a civil society organization, communication channels between people and institutions, communication tools, types and methods of collaboration necessary to work effectively should be known to implement a successful project.

What is Communication?

- Communication is best defined as the exchange of information and the expression of ideas, thoughts and feelings by using words and other methods. In the project management context this means the exchange of knowledge, skills and experience. Communication is not an innate skill; it is a skill that can be learned.
- Communication is learned for a purpose and is an important tool to consciously influence individuals or groups.
- The message to be transmitted must be delivered to the recipient or target audience in a way that creates the desired effect or behavior change. This requires the right message to be delivered at the right time with using the right channels.
- A good communication strategy will increase the success of the project.
- Communication is the process of successful transmission of thoughts and ideas without any serious loss, in which the sender and receiver interact in a certain social environment.
- It is useful to remember the basic principles of communication in order to establish a good communication strategy.
- The basic principles of communication determine the communication process.

- What constitutes the content of the communication process is the degree of knowledge about the field studied.
- The communication strategy has to be well-planned and systematic.

Types of Communication

Communication types are divided into four main groups. These four groups are often used together (simultaneously or in succession) to complement each other.

1. *Personal communication*: It is the communication we establish within and with ourselves.
Example: thoughts in our minds.
2. *Communication between people*: It is the communication that a small group of people establishes between themselves. Example: Communication by phone.
3. *Group communication*: Communication between individuals in a small or large group, or between the group and the outside world.
4. *Mass communication*: Communication that reaches a wide audience or is used / utilized by this mass.

What is Communication Planning?

In order to achieve the desired goals, the communication work must be implemented within a plan. Communication planning involves the creation, designation and use of resources in order to achieve communication goals that will have a social value within the framework of a certain social image or images.

Qualifications of Communication Planning

- It should consider short-term as well as long-term goals, but long-term planning should always be weighted.
- It should plan both bottom-up and top-down.

- It should be possible to see both the recipient and the sender of the message.

Essential Elements for a Successful Communication Campaign

1. The goals of the campaign should be realistic, based on the assumption that the target audience is not interested in the message at all.
2. Providing only information in the campaign is not enough alone. Different media (such as mass media) should be used together to complement each other.
3. The planner should know that there are different groups within the target audience of the campaign, their habits of information, lifestyle, values and beliefs, demographic and psychological characteristics.

Stages of Communication Planning

It should be noted that an effective communication process has a three-way flow: dynamic, interactive and participatory. It should never be forgotten that the main target of communication is the receiving audience to which the message is directed.

The main steps in the communication planning phase are:

1. Analysis of the current situation (analysis)
2. Combining what is known and the elements that will form the content of communication (synthesis)
3. Conclusion of effort (transmission / dissemination and evaluation)

Team Work in Projects

- The first condition for an efficient teamwork is good communication among the team members. In addition, the communication of the team carrying out the study with other institutions is also important.
- When conducting teamwork, we should never forget the reason for the existence of the team in the work process, the target audience we want to benefit from the results of our work, and that we are a part of the organization.

Communication channels for the project team

Good communication between the team members in the project can be established through these tools:

1. Regular team meetings
2. Project and event meetings
3. Expert / consulting chats

Relations with sponsors and supporters

The supporters of a project have expectations from the project team or the institution carrying out the project. These expectations are:

1. Owning and following up the results at the end of the project, ensuring continuity after the project
2. Promoting the project to society effectively, establishing successful communication with society
3. Working at a professional level

Communication channels with beneficiaries

Archiving is very important in projects. To keep continuous communication with your beneficiaries, your archive can consist of important correspondence related to your project, as well as the communication channels listed below:

1. Internet (project website, social media)
2. Printed material (such as posters, brochures, etc.)
3. Regular newsletters and / or periodicals
4. Audiovisual material (photos, videos, etc.)
5. Mass media
6. Press conference
7. Press releases

CREATING RESOURCES IN CIVIL SOCIETY / SOCIAL PROJECTS

In this section, we will examine the ways a civil society organization / group can create the material resources it needs; the methods, and how to maintain the relations with the supporters to begin the “solution to problem” process.

What is a resource?

- A resource can have different forms such as a sum of money (funds, sponsorships, loans), equipment (in-kind assistance), free services or disbursement (allocation of a real estate to the use of an NGO / social project). In summary it is the support the project needs to maintain its existence and function.
- Although the most important element in this package is the monetary resources to cover the costs, it is not the only way to accomplish a project or activity.
- Solutions such as obtaining the tools and equipment required for the realization of the project as in-kind assistance, borrowing, using voluntary manpower as much as possible are also very useful ways of support, diminishing your need for cash. .

Basic strategies of creating resources (Fundraising)

- Instead of aiming for creation of resources for a long-term program or project, it is easier to find resources to cover a single event on a short-term basis.

- The number of NGOs / social projects increase day by day. Try to provide the necessary funds for different elements of your projects from different sources.
- Most supporters prefer to provide for a certain percentage of the budget. In light of this, resource diversification will be useful.
- Funding agencies restrict the use of funds and set many conditions. Understanding the perspective of the sponsoring organization allows us to understand why these conditions are established.
- Getting professional consultancy is very expensive. A significant portion of the resources is required for this kind of service. Try to provide consulting services or technical support as non-monetary contribution, such as workforce and service support.
- The misleading attitude of some NGOs may sometimes cause stains in the trust in civil society / social work. Make sure all of your team members have respect for the code of ethics and work with professionalism.
- Supporters in high-income OECD countries do not support small NGOs. To overcome this obstacle, look for ways to cooperate with NGOs, universities, research institutions, local governance offices (such as municipalities) etc. that may contribute to the project with as much experience and knowledge as possible.
- Sometimes it can be difficult to find a donor organization to support a certain project or activity. Instead, you can try local businessmen and companies willing to support social initiatives. Finding local resources also means that the project is more embraced by the community.
- Finding solid resources requires time, effort and “resources”. If possible, all your project members should devote some of their time to fundraising.
- It may require the knowledge and skills that most young NGOs /social project teams do not have to create an effective and successful resource. You may check for free online training programs to gain such knowledge and skills.
- Groups in search of resources sometimes compete. You should be able to demonstrate the added value that your project will provide to increase your competitiveness.

Advise for differentiation

- Don't depend on a single source of income
- Be receptive to new ideas
- Increase the number of volunteers to support your fundraising efforts
- Always be honest and clear
- Never give up!
- Learn from your mistakes
- Remember your goal, always work purposefully
- Be knowledgeable about what your project deals with. Guide, make suggestions, teach, encourage, inform

Methods of Fundraising

- *Corporate sponsorship:* It is the monetary or in-kind support provided by a private institution to maintain its corporate existence, not on a specific project or activity basis.
- *Sponsorship:* Private institutions that cannot provide continuous corporate sponsorship may want to be identified with useful and attractive social projects and increase their respectability in the society.
- The sponsorship relationship must be established with a written agreement, and the responsibilities and rights of the parties must be determined clearly.

Other methods

- Donors and funds
- Donations, donation campaigns
- Subsidies
- Fairs
- Auctions
- Sales
- In kind support
- Establishing businesses, rental income

THE CONCEPT OF VOLUNTEERING

The questions of “Why should I volunteer?”, “What is volunteering?”, “What does a volunteer do?” will be answered and explained in this section.

Why should I volunteer?

Volunteering derives from deep-rooted and historical traditions based on feelings of solidarity. It is one of the most basic and oldest expressions of human behavior. Through volunteering, individuals participate more actively in the society they live in and meet their need to realize their importance for others. At the core of this need; there is the desire to establish positive and constructive interpersonal relations and consequently increase the welfare of individuals and societies.

Volunteering adds to positive and constructive communication, hence social connectedness and trust are reinforced.

The development of the volunteering concept

Parallel to the civil society movement, volunteering in the modern sense began to develop faster in the 1980s. Today, volunteering continues to progress by blending people's interests and needs with culture and civilization. The accelerated pace of the development of civil society organizations in the 1990s has brought about the personal and social awareness. As a result, individual voluntary work is carried out at all organizational levels.

What is volunteering?

Volunteering is to support a social initiative by believing in it, without expecting a material gain or any other interest. Also, it aims to improve the quality of life of individuals who are not family members or relatives, and to achieve a goal that is considered to be the interest of a society.

Volunteering is a phenomenon seen in every society in the world and can be described as an important factor of helping in the simplest way. Although the defining terms and the forms of volunteering vary from society to society, from culture to culture and from language to language, the values that motivate volunteering are common and universal. You will now see that it is very comprehensive and multidimensional as you go into details below.

Why are volunteers important?

- To ensure current services and studies are recognized by the society
- To act as a bridge between the state and society, to strengthen communication
- To make people feel good by helping others
- To share knowledge, skills and experiences
- To gain appreciation and praise of others by setting an example / model
- To gain authority and competence on a certain subject
- To see himself/herself as someone who is needed
- To socialize
- To experience the sense of belonging

Community-oriented reasons;

- To contribute to activities for the benefit of the public
- To find a solution to a social problem
- To support a study or organization that s/he believes and trusts
- To contribute to the human resource needs

Why some people avoid volunteering?

Knowing why some people do not volunteer is as important as knowing why they do. The reasons for not being a volunteer are mostly due to their personality. For example:

- Having a negative attitude and prejudice about volunteering
- Being afraid of taking responsibility
- Being timid and expecting an offer
- Avoiding facing negative experiences that he or she has experienced before
- Being afraid of the negative effects of his work or private life
- Thinking that there is no work s/he can do
- Hesitating not to like the work s/he will do due to lack of self-confidence
- Difficulty in adapting to a new social environment
- Thinking that the work to be done is boring and seedy
- Avoiding time and cash loss

- Not having enough time
- Not having a sense of belonging

What does a volunteer do?

To strengthen the society and to resolve social problems volunteers follow the steps below:

- Contribute with their ideas based on their experience
- Contribute with their ideas containing different perspectives based on their dreams
- Contribute to labor power
- Provide monetary resources
- Create public opinion
- Bring new members to the organization
- Set the agenda according to the needs of the target groups at local level
- Provide the support of managers / decision makers by establishing high level relations
- Organize activities
- Conduct communication and information activities
- Participate in similar activities and exchanges information
- Provide opportunity trainings in activities for different purposes
- Communicate with local media
- Share the research they have done with the society
- Monitors the quality of the services provided as a responsible citizen

Where can we volunteer?

- Public sector
- NGOs
- International organizations
- At periodic projects
- At events and organizations, etc.

Examples of Volunteering Activities:

- Making announcements for the activities

- Distributing promotional materials
- Organizing information meetings for the target audiences
- Creating and updating websites
- Organizational support
- Taking part in the distribution of tasks suitable for the purpose

SAMPLE PROJECT FORM

PROJECT TITLE:	Find a title for your project
STAKEHOLDERS:	Any other organization involved (e.g. a specific department of your university, a student club, another school, NGO, media outlet, publisher etc.)
TARGET AUDIENCE	Who your project is targeted at (the community of your university in general, international/migrant students in your university, migrants in your city, migrant children aged ... - ... , etc.)
PROJECT PERIOD:	Start date – End date
OBJECTIVE:	What you plan to achieve with your project
ACTIVITY CALENDAR:	You can list approximate dates
Date	Activity
Date	Activity
Date	Activity
Date	Activity
Date	Activity
Date	Activity
Date	Activity
Date	Activity
Date	Activity
PROJECT OUTPUTS:	<p>Examples:</p> <ul style="list-style-type: none"> - XX number of university students/faculty members/NGO representatives etc. involved in such and such activity - XX number of gatherings carried out with XX number of students/people etc. participated - XX number of activities carried out during Fall 2019 - XX number of newsletters/cook book/brochures etc. printed and disseminated - XX number of videos/short films etc. created - XX number of migrant students matched with XX number of local students as “bodies”
DISSEMINATION CHANNELS:	University bulletin, newsletter, social media, local news outlets, etc.